

# Coulsdon C of E Primary School



## PSHE and RSE Policy

The ethos of this school is to enable every child to learn and develop in a Christian environment. We ask all parents of whatever faith applying for a place here to recognise and support this ethos and its importance to the school.

Together, growing in mind, body and spirit

*Approved September 2026  
Next Review September 2027  
or sooner if required*

## **Intent:**

*As a Christian school, at the heart of our belief, children are made in the image of God and loved by God unconditionally.*

The focus of education and development of the whole child is essential to ensuring pupils are prepared for life and enabled to learn, grow and become the best they can be. We want our children to flourish and to gain every opportunity to live fulfilled lives. As a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education, with RSE being taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- It reflects that sex is a gift from God: a human longing for an intimate union.
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions.

Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

### **Aims:**

The aims of relationships and sex education (RSE) and personal, social, health and economic educations (PSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- For children to learn the importance of marriage, family and committed relationships as key building blocks of community and society.
- Children to be taught to have respect for their own and others peoples' bodies
- Children learn the importance of protecting themselves and of self-control.
- To make children aware of God's forgiveness and that there is always a way back.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.
- For pupils to be able to express and develop their true identity.

### **3. Statutory Requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We embrace the British values of democracy, the rule of law, individual liberty, respect, and tolerance of those of different faiths and beliefs.

#### 4. Pupil Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

#### 5. Definitions

PHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

PHSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

PHSE is also about the spirituality and moral aspects of relationships within the Christian faith.

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'

#### 6. Curriculum Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Active teaching should also challenge false norms, stereotypes and prejudice and should represent and explore our diverse society so that pupils develop an acceptance of and value difference.

Although the mandatory Relationships Education, RSE and Health Education does not specifically apply to the Early Years Foundation Stage, EYFS does include Personal, Social and Emotional Development (PSED). PSED is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes toward themselves and others. PSED includes three aspects of children's learning and development: making relationships, managing feelings and behaviour, and self-confidence and self-awareness.

There is also the opportunity for the anonymous question box to be used when teaching about issues like puberty and sexual intercourse.

Staff will not answer questions or enter discussion about their personal lives.

## **7. Establishing Ground Rules**

Establishing a safe teaching and learning environment is key and ground-rules play an important role. Relationships Education, RSE and Health Education can only be truly successful in a context where young people feel they are safe, valued and respected. The effective use of ground-rules

should remind pupils of the importance of maintaining respect for all, confidentiality around identities and experiences shared by others and a willingness to explore and discuss alternative viewpoints.

If an answer to a question is not known, or the teacher is unsure how to tackle it, the teacher will seek further advice, information and/or consult the school policy.

Any teacher's response to a pupil's question about RSE should be factual and age appropriate.

Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words

- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

## 8. Presenting Balanced Information

All PSHE/RSE lessons should be based on information that is realistic, relevant, and that identifies and reinforces positive social norms. Reliable sources of information should be used.

Information presented in lessons should clearly distinguish between fact and opinion. Differing perspectives can be presented to stimulate discussion but the overall material should be balanced. PSHE education should equip young people with the skills to critically evaluate information they encounter: checking a range of sources; identifying ‘fake news’; and understanding how social media sites filter and tailor information to match individuals’ pre-existing beliefs and attitudes (the ‘filter bubble’).

## 9. SEND

Relationships Education, RSE and Health Education must be accessible to pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised ensures accessibility. Where needed, additional steps are taken to ensure learning and progress is made in these essential life-skills, for example through pre-teaching and/or over teaching.

## 10. Equality

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect”

Our PHSE and RSE curriculum learning is taught in accordance with the Equalities Act 2010. All curriculum work must be respectful to all groups within the protected characteristics, whether present or not present in the classroom. Protected characteristics include religion and belief, race and ethnicity, gender, sexual orientation, age, disability

The Church of England states in “Valuing All God’s Children”, 2019, that RSE should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop an understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)

*Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God.*

## 11. Teaching Safeguarding and signposting Support

It is important that schools do not confuse cultural and religious belief systems. The school must meet their obligations under safeguarding and under the law in the best interests of all pupils. This includes staff fulfilling their legal duties and delivering teaching to prevent extremism, forced marriage, honour-based violence, female genital mutilation, human trafficking, modern day slavery, sexual exploitation, grooming and any kind of abuse.

At all times our teaching should regularise diversity and enable children to successfully live in a context where there are different views, lifestyles and beliefs.

A key aim of the curriculum is to give pupils the understanding and confidence to recognise when they or others need help. Lessons should provide information about accessing help both within and beyond the school. This includes signposting to appropriate helplines, such as Childline, Child Exploitation Online Protection (CEOP), the Samaritans, Shout and local health services.

Lessons provide opportunities for pupils to develop the skills to seek advice and to articulate their concerns with people they know and/or with wider services.

### LGBTQ

The Church of England states in “Valuing All God’s Children”, 2019, that RSE should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop an understanding that there are a variety of relationships and family patterns in the modern world.”*

*“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)*

There are a variety of family types and all children should be made to feel accepted. The school does not promote any one family type above another. By not mentioning any family types, ‘hidden messages’ are questioned as to whether the family is not right or acceptable.

Any reference to adult relationships is NOT describing sexual activity but focuses on respect and regards between people.

In acknowledging LGBTQ, lessons are not specifically mentioned in lessons in Key Stage 1 although children may raise questions which are answered as ‘some families have two mummies or two daddies.

In Key Stage two, there is some focus on LGBTQ such as bullying and using homophobic

language. This is taught alongside racist and sexist language or insulative language about a person's physical appearance. Pupils are taught any insult is unkind and hurtful. It is explained to children that being gay is an adult relationship where two men or women love each other and, if they choose, they can get married. This explains why being gay should not be used in a derogatory way.

Children are also given the opportunity to ask questions they don't understand. LGBTQ relationships and LGBTQ are not explicitly covered unless a question is raised. Teachers will respond by providing age-appropriate answers. In response to some questions, it may be appropriate to answer that, in primary school, we focus on growing up, puberty and relationships and this is a conversation for home or will take place at secondary school.

## **12. Curriculum**

Long-term planning The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

## **13. Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.<sup>[1]</sup> Quizzes and knowledge catchers are used to aid with assessing pupils after each unit has been taught.

For our Early Years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

## **14. Roles and responsibilities**

### **The Governing Board**

The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher and PSHE subject leader are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or PSHE subject leader.

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **15. Parents Engagement And The Right To Withdraw**

Working with parents is a vital part of the whole school approach to the PSHE and RSE curriculum. Aspects of it are included in our home-school agreement.

Parents should be regularly informed of events and developments on the website, school newsletter and letters sent home.<sup>[2]</sup> Parents and carers are/will be given the opportunity to find out about our PSHE programme through:

- Parents'/carers' evenings
- Information leaflets/displays<sup>[3]</sup>
- Termly curriculum newsletters for each year group

Parents do not have the right to withdraw their children from relationships education except for those parts not included in statutory National Curriculum Science.

At Coulsdon CofE, puberty is taught as a statutory requirement of Health Education within the Science curriculum. We conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we teach this within our Science curriculum, not within PSHE or Relationships and Sex Education.

Therefore, the parent's right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum with you.

In accordance with the Secretary of States guidance, the sex education contained in National Curriculum science is compulsory in maintained schools.

Key facts taught about puberty:

- the changing adolescent body
- menstruation
- Well-being
- the main changes which take place in males and females
- the implications for emotional and physical health.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet.

## **16. Training**

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals, will be invited into school where necessary, to provide support and training to staff teaching RSE.

## **17. Monitoring**

The PSHE subject leader and Senior Leadership Team monitor the delivery of RSE and PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Pupils' work
- Staff meetings to review and share ideas

## **18. Confidentiality and Child Protection**

A child's confidentiality is maintained by the teacher or member of staff unless it is believed the child is at risk or in danger. The concerns are raised with the Designated Safeguarding Lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being broken and the reasons why. The child will be supported by the teacher throughout the process.

Coulsdon Church of England Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

## APPENDIX 1.

### Coulsdon CofE PSHE and RSE Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>What is family?</li> <li>What are friendships?</li> <li>Family and friends help and support each other</li> <li>Making friends</li> <li>Friendship problems</li> <li>Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Families offer stability and love</li> <li>Families are all different</li> <li>Managing friendships</li> <li>Unhappy friendships</li> <li>Valuing me</li> <li>Manners &amp; courtesy</li> <li>Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Healthy families</li> <li>Friendships - conflict</li> <li>Effective communication</li> <li>Learning who to trust</li> <li>Respecting differences</li> <li>Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect &amp; manners</li> <li>Healthy friendships</li> <li>My behaviour</li> <li>Bullying</li> <li>Stereotypes</li> <li>Families in the wider world</li> <li>Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Build a friend</li> <li>Resolving conflict</li> <li>Respecting myself</li> <li>Family life</li> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect</li> <li>Developing respectful relationships</li> <li>Stereotypes</li> <li>Bullying</li> <li>Being me</li> <li>Loss and change</li> </ul>
<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>Getting lost</li> <li>Making a call to the emergency services</li> <li>Asking for help</li> <li>Appropriate contact</li> <li>Medication</li> <li>Safety at home</li> <li>People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>The Internet</li> <li>Communicating online</li> <li>Secrets and surprises</li> <li>Appropriate contact</li> <li>Road safety</li> <li>Drug education</li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid</li> <li>Communicating safely online</li> <li>Online safety</li> <li>Fake emails</li> <li>Drugs, alcohol &amp; tobacco</li> <li>Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>Online restrictions</li> <li>Share aware</li> <li>Basic first aid</li> <li>Privacy and secrecy</li> <li>Consuming information online</li> <li>The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>Online friendships</li> <li>Identifying online dangers</li> <li>The changing adolescent body (puberty, including menstruation)</li> <li>First aid</li> <li>Drug education</li> </ul>	<ul style="list-style-type: none"> <li>Drugs alcohol &amp; tobacco</li> <li>First aid</li> <li>Critical digital consumers</li> <li>Social media</li> <li>The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>Wonderful me</li> <li>What am I like?</li> <li>Ready for bed</li> <li>Relaxation</li> <li>Hand washing &amp; personal hygiene</li> <li>Sun safety</li> <li>Allergies</li> <li>People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>Experiencing different emotions</li> <li>Being active</li> <li>Relaxation</li> <li>Steps to success</li> <li>Growth mindset</li> <li>Healthy diet</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>My healthy diary</li> <li>Relaxation</li> <li>Who am I?</li> <li>My superpowers</li> <li>Breaking down barriers</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>Diet and dental health</li> <li>Visualisation</li> <li>Celebrating mistakes</li> <li>My role</li> <li>My happiness</li> <li>Emotions</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation</li> <li>The importance of rest</li> <li>Embracing failure</li> <li>Going for goals</li> <li>Taking responsibility for my feelings</li> <li>Healthy meals</li> <li>Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>What can I be?</li> <li>Mindfulness</li> <li>Taking responsibility for my health</li> <li>Resilience toolkit</li> <li>Immunisation</li> <li>Health concerns</li> <li>Creating habits</li> <li>The effects of technology on health</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Caring for others: Animals</li> <li>• The needs of others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Similar, yet different</li> <li>• Belonging</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Democratic decisions</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules beyond school</li> <li>• Our school environment</li> <li>• Our local environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Job roles in our local community</li> <li>• Similar yet different: My local community</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Giving my opinion</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rights of the child</li> <li>• Rights and responsibilities</li> <li>• Recycling</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Local community groups</li> <li>• Charity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Local democracy</li> <li>• Rules</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• What are human rights?</li> <li>• Caring for the environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Community groups</li> <li>• Contributing</li> <li>• Diverse communities</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Local councillors</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Breaking the law</li> <li>• Rights and responsibilities</li> <li>• Protecting the planet</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Contributing to the community</li> <li>• Pressure groups</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Parliament</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Food choices and the environment</li> <li>• Caring for others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination</li> <li>• Valuing diversity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• National democracy</li> </ul>
Economic wellbeing	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Introduction to money</li> <li>• Looking after money</li> <li>• Banks and building societies</li> <li>• Saving and spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs in school</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Where money comes from</li> <li>• Needs and wants</li> <li>• Wants and needs</li> <li>• Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Ways of paying</li> <li>• Budgeting</li> <li>• How spending affects others</li> <li>• Impact of spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs and careers</li> <li>• Gender and careers</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Spending choices/ value for money</li> <li>• Keeping track of money</li> <li>• Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Influences on career choices</li> <li>• Jobs for me</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Borrowing</li> <li>• Income and expenditure</li> <li>• Risks with money</li> <li>• Prioritising spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Stereotypes in the workplace</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Attitudes to money</li> <li>• Keeping money safe</li> <li>• Gambling</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• What jobs are available</li> <li>• Career routes</li> </ul>
Transition	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>
Identity						<ul style="list-style-type: none"> <li>• What is identity</li> <li>• Identity and body image</li> </ul>

## APPENDIX 2.

### Long Term Plan with themes for Autumn, Spring and Summer

## APPENDIX 3.

### PSHE and RSE Knowledge, Skills and Vocabulary

### Progression of Knowledge and Skills